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ABSTRACT

Results of a self-study made of the institutional planning and management of Grays Harbor College are provided. The study utilized the Systems Evaluation Applied to Renewal and Change (SEARCH) program. An analysis of the general application of the funding formula, as used in the community college system in Washington, discusses instruction funding, libraries funding, plant maintenance and operations funding, student services funding, and Administration funding. The major staffing difficulty, relative to available funds, was in the area of teaching personnel; thus, an analysis was made of the statewide average student/faculty ratio as compared with the student/faculty ratio by instructional division of the college. The results of the SEARCH study are presented as to administrative conclusions and decisions, major criteria to be utilized, and expected effect on the curriculum (Life Science Division, Business Administration Division, English-Speech Division, Health and Physical Education Division, Social Science Division, Science and Mathematics Division, Humanities Division, Vocational Division, and Administration Division). Appendixes present: A. Financial Analysis for 1973-1974; B. chart of State General Fund--Dollars per FTE; C. Non-teaching Professional Personnel MIS-6, Community College System; D. Community College Librarians; E. Community College Counselors; F. System Ratios of Classified Employees to FTE; G. and H. copies of correspondence; I. Comparison of Over-all GHC Divisional Faculty/Student Ratios to Appropriate Clusters of State Over-all Faculty/Student Ratios, Tenure Regulations, and Academic Employee Reduction Procedure. (DB)

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GRAYS HARBOR COLLEGE

Analysis of the Need for Reduction in Force of Professional Personnel

March, 1973

JC 740 435

GRAYS HARBOR COLLEGE
Analysis of a Need for Reduction in Force
1972-73

I. Study of the Problem, 1971-72

As you know, our institution has been making an intensified analysis of our declining enrollment and the resulting financial impact for the past two years. Our entire faculty became well-aware that we had serious financial problems by winter quarter of 1971-72.

In the spring of 1971-72, the former president formed a budget committee composed of the division chairmen, the administrative staff, two classified employees, and any others who were interested in studying the subject with the group. The business manager prepared copies of all current budgets, with supporting documents, so that all financial information was available. These documents reported all revenue and all expenditures from all sources, including the major maintenance and operations budget, the student activities budget, athletics budget, bookstore budget, food center budget, lists of all payroll for all services (by individual). The committee examined the budgets line by line to explore ways and means of reducing costs. Copies of these budgets were furnished to all faculty members, including those faculty members who did not serve on the committee. Since approximately 85% of the general budget was devoted to payroll and benefits, it became evident that further significant cuts could not be made in the other 15% of the budget.

We all recognized that previous severe cuts had been made in the non-salary portion of the budget; for example, for two years virtually no equipment had been purchased, the library budget had been reduced, and no semi-capital improvements had been made. There were no salary increases in 1970-71 and only the minimum amount appropiated by the legislature was granted in 1971-72.

The budget committee discussed the possibilities of recommending a salary cut for all personnel in order to avoid the layoff of employees. There was also discussion with the faculty concerning the possibilities of not using the 3% salary increase for salaries, and using it instead for the employment of two or three vocational instructors in order to be able to start programs in our new vocational facility. This, it was hoped, would attract new enrollments which would help the institution overcome its financial difficulties.

Although all these possibilities were considered, the faculty recognized that a salary reduction which might have to be continued and

increased was not a practical, long-term solution. Therefore, they recommended that the minimum salary increase be allowed. (Fortunately, the State Board agreed later to subsidize three vocational positions for one year.) The administration agreed with the faculty position and recommended to the Board of Trustees that carry-over balances of approximately $52,000 be spent in order to defer the resolution of the problem temporarily. The Board agreed with this recommendation.

At the time that this temporary solution to the matter was agreed upon, it was understood that the problem had merely been delayed so that more time could be allowed for careful study and analysis. It was widely recognized that the heart of the problem lay with a declining student population. It was evident that Grays Harbor College shared with other colleges across the nation the beginning of declines in enrollments, particularly in academic transfer programs. However, at this time, a careful analysis had not been made as to the exact nature of the enrollment decline and how that decline had affected each of the divisions of the institution.

We were aware that efforts had to be made to provide vocational instruction services for students so that this underdeveloped aspect of our college offerings might possibly attract more students to our institution. In addition, we were fully aware that Grays Harbor College had not been as successful as other community colleges in approaching a balance of approximately 50% academic enrollment and 50% vocational enrollment.

Fortunately, we had cash carry-over balances which could be budgeted for expenditures so that as a college community we could afford the time to study carefully the details of the nature of our problems so that we might be in a better position to make wise decisions.

II. Further Analysis of the Problem (1972-73)

Early in the fall quarter, 1972, it was decided that we should utilize the consultant services of the Boeing Education and Training Unit. The Boeing program, known as SEARCH (Systems Evaluation Applied to Renewal and Change), provided an opportunity for the self-study of our institutional planning and management. The participants in the SEARCH workshop included the administrative staff, the division chairmen, two representatives of the classified staff and a consultant from Boeing.

Since the SEARCH participants were, for the most part, the same persons who had studied the financial difficulties of the institution during the previous spring, they did not have a great deal of difficulty in reaching agreement that the problem of greatest concern at

Grays Harbor College was "Programming and Staffing to Meet the Educational Needs of the Population." It was agreed early in the discussions that the primary elements of the institutional problems were: (1) inadequate support levels as provided by the legislature for 1970-71, 1971-72 and 1972-73, and (2) the declining enrollment levels at Grays Harbor College with staffing remaining the same. It was recognized that there was need to study staff utilization in instruction (by GHC division) in professional non-teaching areas (librarians, counselors, administrators) and in the classified personnel staff. In addition, it was fully recognized that it would be impossible to separate enrollments and staffing from the financial support available. Therefore, the SEARCH group assigned to the various members the several tasks involved in making a financial projection for 1973-74 and collecting the necessary data to analyze carefully enrollment and staffing. Reports were brought back to subsequent SEARCH meetings and the data were studied carefully, analyzed and criticized. Continued efforts were made to keep all employees informed of the progress of the SEARCH group and most of the information developed by the group was circulated to all employees as rapidly as possible, so that everyone in the institution would have an opportunity to call to the attention of members of the study group any defects which might be identified in the study process. The material below is intended to report as concisely and completely as possible the findings of the SEARCH group.

It is widely understood among all of us that the community colleges are in the unfortunate position of not having information about a following year's (beginning July 1) funding level until about April or May of the preceding academic year. Although this was understood by all, it was recognized that it was essential that efforts be made to estimate our probable financial position for the 1973-74 academic year. This task was done and is reported in Appendix A of this document.

The center of the financial problem is described in Point 5 in Appendix A. This reports reasonably firm facts and reaches a conclusion of an amount referred to as a "deficit". This "deficit" amount can be added to the additional "deficit" amount of $52,058 which is reported at the end of Point 5, Appendix A. The two "deficit" amounts added together amount to $283,090. This is the total expected dollar "shortage" we must overcome in 1973-74, following the financial assumptions made in Appendix A.

The least firm estimates in Appendix A are, of course, the amounts of increased funding which may accrue to GHC from the state of Washington. That amount is subject to (1) action by the legislature, and (2) subsequent action by the State Board for Community College Education. The governor has asked the legislature for a considerable

increase in funding for the coming biennium.

Assuming the legislature should approve an increase in funding for the system, two other major unknown factors will determine how Grays Harbor College is affected: (1) the size of our enrollment projection for next year and (2) what modifications, if any are made in the distribution-of-funds formula and how these changes will affect our institution.

An understanding of the rationale of the funding formula and its major elements is very important in understanding the funding of community colleges, therefore, a brief analysis of the general application of the funding formula as used in the community college system in Washington will be given.

The funding formula is a device developed to distribute funds appropriated by the Washington State legislature for the Washington State community college system to each of the districts within the system. It is not, nor has it ever been, intended that the formula be used as an expenditure pattern for any one college. Although each college is different from the others in many ways, system averages and other system standards are used extensively in the formula as a means of trying to fund each college with equity relative to the other or, more accurately, it is a device to distribute scarce funds with equity.

Instruction Funding: The major principles in the formula for funding for Instruction are: estimates are made of expected enrollments of students in each college in each of 12 clusters of courses. These estimated enrollments are stated in the form of student FTEs (full-time equivalent students, which is found by summing the total credits of enrollment and dividing that sum by 45). Then system standard faculty staffing ratios are applied to each of those estimates to arrive at a hypothetical number of faculty members to be allowed for each cluster of courses on any one campus. This recognizes the fact that student/faculty ratios are, on the average, not constant from one course cluster to another. Thus, each college obtains its share of "allowed faculty members" based upon the state standard for each cluster. This is then divided into part-time and full-time total faculty persons to be funded on each campus.

After the number of persons has been computed, the state average salary paid during the previous year is applied to the number of allowed full-time and part-time persons and the dollar amount to be allowed is determined at the 100% rate of formula.

Instruction support staff allowed is computed in much the same way; i.e., by state standards as explained above for professional staff.

Supervision in instruction is a fixed or flat amount for each college.

Employee benefit costs are funded on the history of state system average costs of such benefits.

Support costs (equipment, etc.) are based upon system average historical costs by course groupings.

Therefore, funding for instruction is based upon (1) system standards in faculty (part-time and full-time), (2) system standards for non-professional personnel, (3) system average salaries, (4) system average benefit costs, (5) system standard operations costs, and (6) flat amounts for supervision.

This area has been explained with some detail because the single largest category of funding (49%) is for instruction.

Libraries Funding: Libraries are funded by using principles very much like those for instruction--system standard staffing at system average cost levels and at system standard levels for support and operating costs.

Plant Maintenance and Operations Funding: A somewhat different set of principles is applied in the area of plant maintenance and operations funding. Differences are recognized from campus to campus, such as square footage of floor space and acres of land. Once these kinds of differences are recognized, the formula then applies system standards to building maintenance; janitorial services; grounds maintenance; utilities; administration; police, fire and safety; and trucking services. Staffing in any of these areas is determined by a state system standard staffing formula with system average salaries; operations costs are expressed in system standard amounts.

Student Services Funding: Student services are funded for administration; counseling; health services; admissions, registration and records; student activities personnel; and financial aid and placement personnel. Again, these allowances are computed based upon system standard staffing, system average salaries, system average benefit costs, and system standard operations costs. In this area, however, the standards are dependent primarily upon headcount of students rather than student FTEs.

Administration Funding: Administration is funded, to a considerable extent, by "flat grant" amounts, such as funds for one president per campus, one business manager per campus, etc. In addition, fixed amounts are provided for support (classified) personnel for each campus.

In addition, funding is provided for purchasing; cashiering; payroll; personnel administration; and budgeting, accounting and reporting. This funding is based upon principles dependent upon system averages of benefits, system standards of support costs, system standards of operations costs, and system averages of personnel costs.

From the previous description, it is evident that, although real differences are recognized at the district level, the funding is based upon objective and hypothetical levels of staffing, supporting and operating. These areas are then funded on the basis of system standards in each applicable area.

Unfortunately, after this computation is made of 100% of formula, the system receives from the legislature a much lesser percentage of total funding. For example, in 1972-73, each college was funded at 55.43% rather than 100% of its formula amount.

In any case, our college will have to benefit beyond any realistic expectation from a major system increase in funding in order to cover the "deficit" of $283,000 estimated in Appendix A.

Unfortunately, institutional plans must proceed on the assumption that a large portion of that "deficit" will not be covered by increased funding. On the other hand, optimism must be maintained that some of that amount will be reduced by increased funding from the legislature.

In studying the financial situation of our institution, it was evident that we have shared with the entire community college system a decline in the dollar support per FTE since 1969-70. This situation is illustrated in Appendix B in this document.

It can be noted that the level of funding in 1969-70 was in the neighborhood of $925 per FTE; virtually the same level of funding in the system existed in 1970-71; in 1971-72, because of financial difficulties of the entire state of Washington, the funding level per FTE in community colleges dropped to approximately $835 per FTE. The amount increased slightly in 1972-73 to $842 per FTE throughout the system of community colleges.

At the same time that the financial analysis was being made, other members of the SEARCH group were making a careful study of our student enrollment history and prospects. It became very clear that in addition to the direct financial stress of a declining support level, which we shared with the system, we were also experiencing enrollment declines and a failure to reach projections of enrollments at our college. This information is provided in Figure I.

Figure I
Enrollment Summary - Annual Averages
Grays Harbor College

Year	Projection	Total FTE	Day FTE	Night FTE	Day Headcount	Night Headcount	Percent Vocational Mix
1967-68	1,234	1,130	1,009	121	1,052	904	11.5
1968-69	1,310	1,184	1,027	159	1,034	969	19.8
1969-70	1,458	1,272	1,045	227	N/A	N/A	22.3
1970-71	1,463	1,481	1,162	319	1,214	2,146	21.2
1971-72	1,635	1,403	1,122	281	1,080	1,979	28.3
1972-73	1,495	1,400*					
1973-74	1,400**						
1974-75	1,450**						
1975-76	1,475**						
1976-77	1,475**						
1977-78	1,450**						
1978-79	1,450**						

* estimate after fall quarter 1972
** projected

It is evident from Figure I that we have met or exceeded our projection only once during the last six years (including the current year's estimate). In addition, during 1971-72 and 1972-73, total enrollments have declined. This has occurred despite the fact that we have had increased FTE enrollment in evening programs over the level of those programs in earlier years. Therefore, the increased evening enrollment level has "protected" the institution and has tended to obscure the enrollment declines actually experienced in day classes.

Having earlier recognized in our analysis of our expenditures pattern at Grays Harbor College that we were expending approximately 85% of the total maintenance and operations budget to pay salaries and benefits, we determined that it would be essential to analyze in detail our "staffing patterns" at Grays Harbor College as they relate to some "outside" criteria. This was possible because of

the availability of comparable data from the State Board for Community College Education on a system basis covering all community colleges in the state of Washington.

The first comparison which was made was an analysis of student/faculty ratios. This enabled us to compare the student/faculty ratio for each division at GHC with comparable statewide student/faculty ratios in comparable course clusters. The value of such a comparison is that it allowed an objective comparison with an outside reference; it also made it possible to determine objectively how institutional resources are being used as compared with the entire community college system.

Findings by Divisions

Figure II below indicates the student/faculty ratio by division at GHC for fall term 1972 and shows the comparison with statewide data based upon data obtained from the SBCCE for fall term, 1971.*

Figure II
Student/Faculty Ratio by Division
Day Academic and Vocational
Grays Harbor College

Division	Fall 1972 G.H.C.	Fall 1971 Statewide
Life Science	19.705	26.29
Business Administration	19.788	21.12
English-Speech	17.378	22.93
Physical Science-Mathematics	19.985	23.67
Social Science	26.557	30.82
Humanities	13.067	18.35
Health-Physical Education	12.672	16.10
Vocational	12.849	18.56

As shown above, GHC is significantly below statewide averages in each of the divisions. The primary reason for this fact is that overall enrollments at the college have declined while there has

*At the time this analysis was completed, systemwide data were not available for fall quarter 1972 from the State Board for Community College Education.

been an internal shift away from academic instruction and toward vocational instruction. With the number of academic faculty remaining relatively constant and the number of students enrolled in academic courses declining, the direct result has been a significant reduction in student/faculty ratios for several years. This is shown in Figure III below. Two important statistics are very apparent from the data reported in Figure III: First, the number of day academic FTE students has declined to virtually the same number as in 1964; second, during this same period, the number of FTE faculty has risen from 30 to 40.64. The result of these two factors is a noticeable drop in the student/faculty ratio.

Figure III
Student/Faculty FTEs
Day Academic Only
Grays Harbor College

Fall	FTE Faculty	FTE Students	Student/Faculty Ratio
1964	30.00	760	26.00
1965	35.91	921	25.64
1966	33.01	948	27.90
1967	37.56	974	25.93
1968	38.39	917	23.89
1969	41.06	963	23.45
1970	42.67	914	21.42
1971	41.72	901	21.59
1972	40.84	788	19.32

Although over-all enrollments have declined in recent years, particularly day academic enrollments, Grays Harbor College has experienced significant growth in both vocational and continuing education enrollments. These trends are shown in Figure IV.

Figure IV
Student FTE Enrollment
Grays Harbor College

Fall	Academic FTE	Vocational FTE	Continuing Education FTE
1964	760	90	85
1965	921	113	94
1966	948	89	109
1967	974	105	121
1968	917	156	159
1969	903	169	227
1970	914	171	319
1971	901	189	281
1972	788	218	300*

* estimate

From the data shown in Figures III and IV above, it is very apparent that a general condition of "overstaffing" in the instructional areas has resulted at GHC when either statewide data or historical references are used as a basis for comparison. The reasons for this condition, of course, are declining enrollments and an enrollment shift from academic fields toward vocational fields and continuing education.

Findings in Other Areas

After an analysis of professional staffing, comparisons were made on all other categories of personnel in an attempt to obtain the same kind of comparison between GHC and the remainder of the state community college system. Using institutional and statewide data provided by the State Board for Community College Education as a basis, it was possible to compare the following categories of personnel: (1) non-teaching professional personnel (see Appendix C), (2) librarians (see Appendix D), counselors (see Appendix E), and classified employees (see Appendix F).

When all non-teaching personnel at GHC are compared to the statewide average, the ratio of FTE students to FTE personnel is slightly

above the statewide average (105:1 - 110:1) statistically. However, Grays Harbor College ranks exactly at the median among the 22 community college districts.

Because the category "non-teaching professional personnel" includes several categories of professionals, the study was refined further. This refinement included separate comparisons of librarians and counselors at GHC with statewide averages. On the basis of FTE students per librarian, GHC is virtually at the state average. When counselors were compared, it was found that GHC is slightly below the state average; i.e., there are more FTE students per counselor at GHC than on a statewide basis.

When classified personnel were compared with each of the other community colleges in the system and with system averages on the basis of employees to FTE students, GHC appears to be slightly above the state average. That is, there are slightly more classified personnel per FTE student at GHC than is average for the state system.

In addition to examining personnel ratios for GHC and for the system as a whole, it also seemed necessary to do a functional analysis of all administrative positions and all classified positions. Therefore, each full-time administrator was asked to analyze his job functions around a four-part questionnaire (see Appendix G). This allowed a more careful study of the needed duties and the extent to which job functions were receiving adequate attention.

A similar kind of study was conducted for all classified positions. In this case, each employing official was asked to analyze the duties of each classified person under his direct supervision (see Appendix H). On the basis of this information, we were able to analyze better the need for existing classified personnel.

III. Study of Staffing

Since it was clear, according to this study method, that the major staffing difficulty, relative to available funds, was in the area of teaching personnel, an analysis was made of our teaching divisions as related to statewide averages in comparable course groupings. For analysis purposes, the statewide average student/faculty ratio was compared to our student/faculty ratio by instructional division. This comparison was done with a technique which could provide an answer to the question: If Grays Harbor College had the same student/faculty ratio as the statewide student/faculty ratio, how many (more or less) faculty members would be required, by

division? It was found that every one of our divisions would need fewer faculty members than we now have. This finding is reported in detail in Appendix I.

As we know you are aware, the SEARCH group continued, week after week, to devote efforts toward various possible solutions for our financial dilemma. Two major areas were explored:

1. Cutting costs other than personnel costs.

2. Increasing student enrollment.

    a. Developing new and different kinds of courses;
    b. Attracting other than "usual" students (a recruiter was employed for six months);
    c. Attracting veterans (a special recruiting staff was employed with federal funds);
    d. More intensive recruiting in high schools;
    e. More effort in continuing education;
    f. More athletic recruiting;
    g. Developing or securing better student housing;
    h. More mass media recruiting efforts.

Several of the ideas on increasing enrollment were continued or implemented for the first time. Two or three of them were very successful, but their success did not reverse our overall trend of declining enrollments.

In our study efforts, we recognized the need to try to determine whether our trend of declining enrollments was likely to continue, level off or turn upward. Obviously, if the trend appeared to be short-run in nature, other possibilities might be open to our college.

Members of the group made enrollment projections for the next five years. The findings were not encouraging, but the study group realized that planning must proceed with realistic assessments of the future. For planning purposes, there are two important enrollment statistics which should be considered. They are (1) the total number of high school graduates in the service area, and (2) actual enrollment projections for the future. It is apparent that the latter is dependent, in part, upon the former. Based upon the data studied by the SEARCH group, it was clear that there had been a substantial drop in the number of high school graduates in the GHC service area from 1971 to 1972. This decline was from 1,467 to 1,211.

This drop had a significant impact upon college enrollments in the

fall quarter, 1972. These same statistics indicated another drop to 1,163 for the 1973 graduating classes. From 1973 through 1976 it is estimated that the number of graduates will stabilize. It is important to note, however, that Grays Harbor College continues to get a relatively high percentage of graduating seniors from the service area which is within commuting distance. For this reason, as well as because the college vocational programs are growing, it is estimated that the number of annual average FTE students will be relatively stable through 1977, but will not exceed 1,475 at any time during that period. Unfortunately, that maximum is only 75 students above the number we expect in 1973-74.

In the latter portion of the series of SEARCH meetings, it was clear that a reduction in professional staff might have to occur. (A policy for this purpose had already been adopted by the HEP Board for classified employees.) It was agreed that principles should be agreed upon by the group to guide the development of such a policy for professional employees. The following are the principles written by the study group.

1. Grays Harbor College exists to provide the best educational opportunities possible for the residents of the college district.

   . Limiting factors in this goal could be finance and student enrollment.

   . For these reasons, a need may arise for reductions in staff.

2. We must keep in mind concern for the welfare and rights of our employees.

3. Any plan which affects students or employees must be fair and objective.

4. The concept of seniority should be central to any plan for reduction.

5. Staffing ratios should be one of the guides in achieving realistic staffing patterns for faculty, administration and classified.

   . The analyses of staffing ratios should be at the division level, or at a comparable employment level for other services.

   . Where there is a case of "validated" overstaffing, and where it can be demonstrated that there will be no harm or limited harm to necessary programs, reductions may be made.

- It must be acknowledged that staffing ratios vary, for sound reasons, from division to division, program to program, and from service unit to service unit as the case may be.

After these guidelines were developed, the group was requested to review and criticize a formal RIF policy document which had subsequently been prepared by our assistant attorney general. The group did so and assisted in disseminating information about it to all the faculty.

The SEARCH group then referred the document for further consideration and negotiation to the administration and to the faculty association. Thereafter, the policy statement followed the usual channels of negotiations and was adopted by the Board of Trustees on March 7, 1973.

IV. Further Study of Staffing

After the SEARCH study was completed, conversations were begun with the ad hoc committee of the GHC Faculty Association about the development of a reduction in force policy for Grays Harbor College. Concerning the study of staffing, the faculty committee requested that the policy call for the president to consider the enrollment and the trends in enrollment for not less than four consecutive quarters, if applicable, and their effect upon each division. The president agreed that it was appropriate to consider such information; therefore, the policy statement was modified accordingly.

With the beginning of the winter term, an additional quarter of data became available therefore, a four-quarter study was conducted and included in this further analysis were: winter 1973, fall 1973, spring 1972 and winter 1972. The student/faculty ratio was computed for each division for each of those quarters using the same method which was applied to the fall 1972 analysis and which has been reported above in this document. The four quarters were then averaged for each division in order to eliminate atypical fluctuations in ratios during the four-quarter period, and to confirm or deny that the fall 1972 quarter data represented a trend. The Grays Harbor College divisional four-quarter averages were then tested against the fall 1971 system data average ratios in comparable course groupings. Again, and using the same technique, the question was asked: If Grays Harbor College had the same ratios (on the average during the most recent four consecutive quarters) as the statewide student/faculty ratios in fall quarter 1971, how many (more or less) faculty members would be required, division by division? These data have been added to the comparable earlier

data in Appendix I. The conclusions, in general, confirmed the earlier findings of the SEARCH group. The enrollments at Grays Harbor College during fall 1972 were not atypical except in the case of the division of physical science-mathematics, where the student/faculty ratio over the four-quarter period was considerably higher.

V. Administrative Conclusions and Decisions

After the SEARCH group finished its study and analysis, and after the conclusion of the additional study reported above, the college administration accepted the responsibility of reaching conclusions from the findings and making the difficult decisions which those conclusions demanded. Those conclusions follow.

It is the considered administrative opinion that GHC is overstaffed in teaching personnel relative to statewide averages and institutional resources, and the resulting decision is that we are forced to a reduction in force of professional employees. Unfortunately, we must adjust our student/faculty ratio upward by division to a point approximating the state average level because of a lack of funds to allow the adoption of a more favorable standard. An optimistic evaluation of the financial prospects for our institution, based upon an increase in funding, would require a reduction of from 10 to 12 full-time faculty members. (Note particularly Appendix A.) An examination of enrollment data would confirm this conclusion. (Note particularly Figure III and Appendix A.) (Figure III shows that we have 10.64 more faculty members in academic instruction in 1972 than we had [with a similar number of students] in 1964. The standard utilized in Appendix I identifies "overstaffing" by a total of 11.45 faculty members.)

Regretfully, after full consideration of the facts of this study and very careful judgements to protect all instructional programs as completely as possible, we are forced to the decision that 10 full-time faculty members and 3 part-time faculty members must be laid off.

On the basis of comparisons with state averages, as well as an analysis of functions, staffing for counseling services and library services is at an appropriate level. Reductions in either of these two areas would substantially reduce the necessary services.

In classified staffing, it has been determined that current staffing is at a level which is needed to provide the necessary services. Reductions would lead either to inadequate maintenance of the campus

or to lack of support for professional personnel. This conclusion is based upon the current staffing ratio and responses to an administrative survey of classified personnel functions as evaluated by employing officials at the college.

The current level of full-time administrative staffing is at a minimum for the services and supervision which are required. Seven full-time administrators provide the general administrative services for the college: each of these positions is recognized in the funding formula utilized by the State Board for Community College Education. A reduction in any of these positions would have a serious adverse effect on program development and/or supervision.

VI. Summary of Major Criteria to be Utilized and Expected Effect on Curriculum

The administrative decision concerning the findings reported in Appendix A is that we must reduce the teaching faculty by 10 full-time positions and 3 part-time positions. This will reduce by approximately $136,000 the expected "deficit" of $162,760 estimated in Appendix A. This proposed reduction of faculty members has necessitated, of course, that the administration identify the particular faculty members who would be laid off. This has been done by analyzing, division by division, our staffing ratios as related to the system averages as explained earlier in this document. After establishing by that method the extent of the 'overstaffing" in each division, the particular faculty members to be laid off have been identified by their having the lowest level of seniority within their divisions. Thus, the most junior members in each affected division have been selected for layoff as required in our reduction in force policy, with one exception. The exception is found in a division that requires the lay-off of one faculty member who is not the member with the least seniority. The college would lose needed courses and/or programs if an instructor more junior were laid off. However, the lay-off of the selected faculty member would not result in the loss of needed programs.

The detailed and extensive analysis of student/faculty ratios at Grays Harbor College as compared to the student/faculty ratios in the Washington State community college system has been reported elsewhere in this document. The data for GHC for the four most recent quarters and data for the system for fall 1971 are the most recent comparative data available. (We have established elsewhere in this document that there is a close relationship between state averages in general and funding for any one campus.)

The principal effect on curriculum will be that the frequency of some course offerings will be lowered. That is, some courses may not be offered each quarter or each year, but will be kept in the curriculum. In some cases, fewer sections of some courses may be offered each quarter. In some cases, courses may be dropped. Courses that will be dropped will be mostly those that are electives for which the students will be able to make substitutions. Most, if not all, of the decisions about which courses will be offered will be made at the division level, consistent with our purposes, and in the best interests of our students as recommended by division membership.

We believe that the divisional faculty recommendations on course offerings with a reduced faculty will be carefully considered by division members so that no future students will be deprived of essential courses needed by the students to accomplish their degree or vocational goals. We believe that the decisions which will be required are of such a nature that our total course offerings will be affected very little.

After the contemplated reduction in professional staff, it is true that the variety of courses available for student election in any one quarter will be more restricted than at the present faculty staffing level. The following material analyzes, division by division, the expected effect of that proposed reduction in the number of faculty members.

Life Science Division

Some adjustments may be required in this division and may bring about some reduction in offerings or the offering of courses less frequently. However, we have been able to continue most of our offerings this year with a reduced staff (occasioned by staff members being on leave) and it is apparent that we are maintaining a balanced program. If courses are dropped or offered less frequently, the division will develop a curriculum that best uses our resources, and best serves the various needs of our students. However, it is not expected that any courses will be dropped.

Business Administration Division

Some adjustment may be necessary in course offerings in this division, but it will be small and should not adversely affect the students. If courses are dropped or offered less frequently, the division will develop a curriculum that best uses our resources and best serves the various needs of our students. However, it is not expected that any courses will be dropped.

English-Speech Division

Because of declining enrollments and changing requirements for the transfer students, the division has been able to increase its offerings in literature and speech, giving the students more choices toward their goal of associate degrees. If courses are dropped or offered less frequently, the division will develop a curriculum that best uses our resources and best serves the various needs of our students. However, it is not expected that any courses will be dropped.

Health and Physical Education Division

Because of declining enrollments and changing requirements for the transfer students, this division has been operating with a low student/faculty ratio and relatively few contact hours. It is expected that in the future, senior staff will necessarily assume a heavier workload. If courses are dropped or offered less frequently, the division will develop a curriculum that best uses our resources and best serves the various needs of our students. However, it is not expected that any courses will be dropped.

Social Science Division

Due to declining enrollments several new elective courses have been offered in this division during the past few years. Faced with a reduction in force, these will have to be reviewed. If courses are dropped or offered less frequently, the division will develop a curriculum that best uses our resources and best serves the various needs of our students. However, it is not expected that any courses will be dropped.

Science and Mathematics Division

This division, like most others, has been able to reduce student/faculty ratios because of declining enrollments. With a reduced staff, some changes may be necessary. If courses are dropped or offered less frequently, the division will develop a curriculum that best uses our resources and best serves the various needs of our students. However, it is not expected that any courses will be dropped.

Humanities Division

The Humanities Division student/faculty ratio has been lowered due to declining enrollment and changes in specific student needs. The music program has been enriched considerably during recent years. It is now necessary that we analyze the program with the view that

we must try to maintain a basic program from the standpoint of music majors and others at a lower cost. Some of the part-time instruction in music can be obtained privately. This will cost the student more, but if he were to leave home to attend college, that would be considerably more expensive.

The division will necessarily reorganize and change teaching assignments, but the plan will be made by the division, consistent with our purposes and student needs. Therefore, some part-time instructor courses and possibly other electives may have to be dropped or offered less frequently.

Vocational Division

Because of the general enrollment and funding problem, this division must be studied to discover possible savings.

It appears that the prudent thing to do under present financial conditions is to reduce the welding offerings at the college to those that serve the purposes of those who would benefit from some skill in welding, but who are training for another occupation. Therefore, some welding instruction may be lost as a result of this reduction in force.

Administration Division

There are two areas of administrative service which will be lost or consolidated as a result of a professional staff reduction. The first is the public information service; this is indeed unfortunate, but this service is one the institution can eliminate in an attempt to maximize institutional resources and at the same time protect instructional programs. The second administrative area which will be affected is the position of Director of Athletics. These duties can be consolidated with those of the Director of Student Activities, making it possible to drop the position of Director of Athletics as a separate duty. This is, of course, unfortunate, but it is a necessary reduction at a time of scarce resources. This consolidation will put an extra burden on the administrator in charge of student activities and upon the coaches, but it will not be necessary to lose any of the needed duties.

GRAYS HARBOR COLLEGE
Financial Analysis for 1973 - 1974

1. System vs. GHC information

$1,020	state support per FTE for GHC
824	state support per FTE: system average
1,043	state support per FTE: requested for system by State Board for Community College Education for 1973-1974

2. Enrollment information

GHC support for this year is based upon 1,495 FTEs. It appears we will have not much more than 1,400.

3. Estimate of the value of the loss of marginal FTEs for GHC (eliminating "flat grant" element).

95 x $788 = $74 860 drop in revenue (next year compared to this year)
(See estimation method, following page, Item A)

4. Other financial factors

$ 52,570	carry-over balance currently being expended
38,352	current year's subsidy allowed under the current formula for 1,495 FTEs
19,000	special subsidy for new programs
74,860	see Item 3 above
15,000	"cutbacks" currently experienced (equipment, etc.)
15,000	conservative estimate of inflation and increase in employment benefits (ignores library inflation)
8,250	loss in operating fees (from students)
8,000	"catch up" on equipment purchases (new vocational programs, etc.)
?	salary increases, classified ($53,000?)
?	salary increases, professional (11.5%, 6.5%?)
?	excess of spending over total of budget this year
$231,032	total "deficit" situation for next year

5. Estimated increased funding information, 1973-1974

a) FTE projection for 1973-1974 = 1,400
b) current value of each FTE without subsidy = $955 (See estimation method following page, Item B)
c) assumed levels of funding increase = 3%, 6%, 9%

1) $955 at 3% = $ 40,110
2) $955 at 6% = 80,220
3) $955 at 9% = 120,330

Best estimate:

$231,032 - $120,330 = $110,702 net "deficit"
52,058 additional formula support needed to cover special allocations (See following page for listing, Item C)
52,058 + $110,702 = $162,760 total "deficit"

A. Estimated losses from projected enrollment decline

1. $1,428,448 = formula state support (at 55.43%) for GHC, 1972-73 without subsidy and other special allocations

2. $250,000 ÷ 1,495 = $167 flat grant per FTE

3. $955 - $167 = $788 amount per FTE for GHC at the margin

4. $788 x 95 = $74,860 loss in dollars from enrollment decline

B. Estimated gains from increased formula support levels

1. $1,428,448 = formula state support (at 55.43%) for GHC, 1972-73 without subsidy and other special allocations

2. $1,428,448 ÷ 1,495 = $955 state support per FTE without subsidy

a) $955 x 3% = $28.65 increased value per FTE at 3% increase
$28.65 x 1,400 = $40,110 total increased dollars at 3%

b) $955 x 6% = $57.30 increased value per FTE at 6% increase
$57.30 x 1,400 = $80,220 total increased dollars at 6%

c) $955 x 9% = $85.95 increased value per FTE at 9% increase
$85.95 x 1,400 = $120,330 total increased dollars at 9%

C. Increased formula support necessary to cover continuing the support of special allocations received this year

We need $52,058 from increased formula support (55.43% + 3.77% = 59.20%) to cover special allocations which are not part of our formula support this year. These special allocations are:

Innovative funds	$ 2,000
Library grant	3,014
Retirement appropriation	3,463
3% salary increase	38,708
Health insurance appropriation	4,873
TOTAL SPECIAL ALLOCATIONS, 1972-73	$52,058

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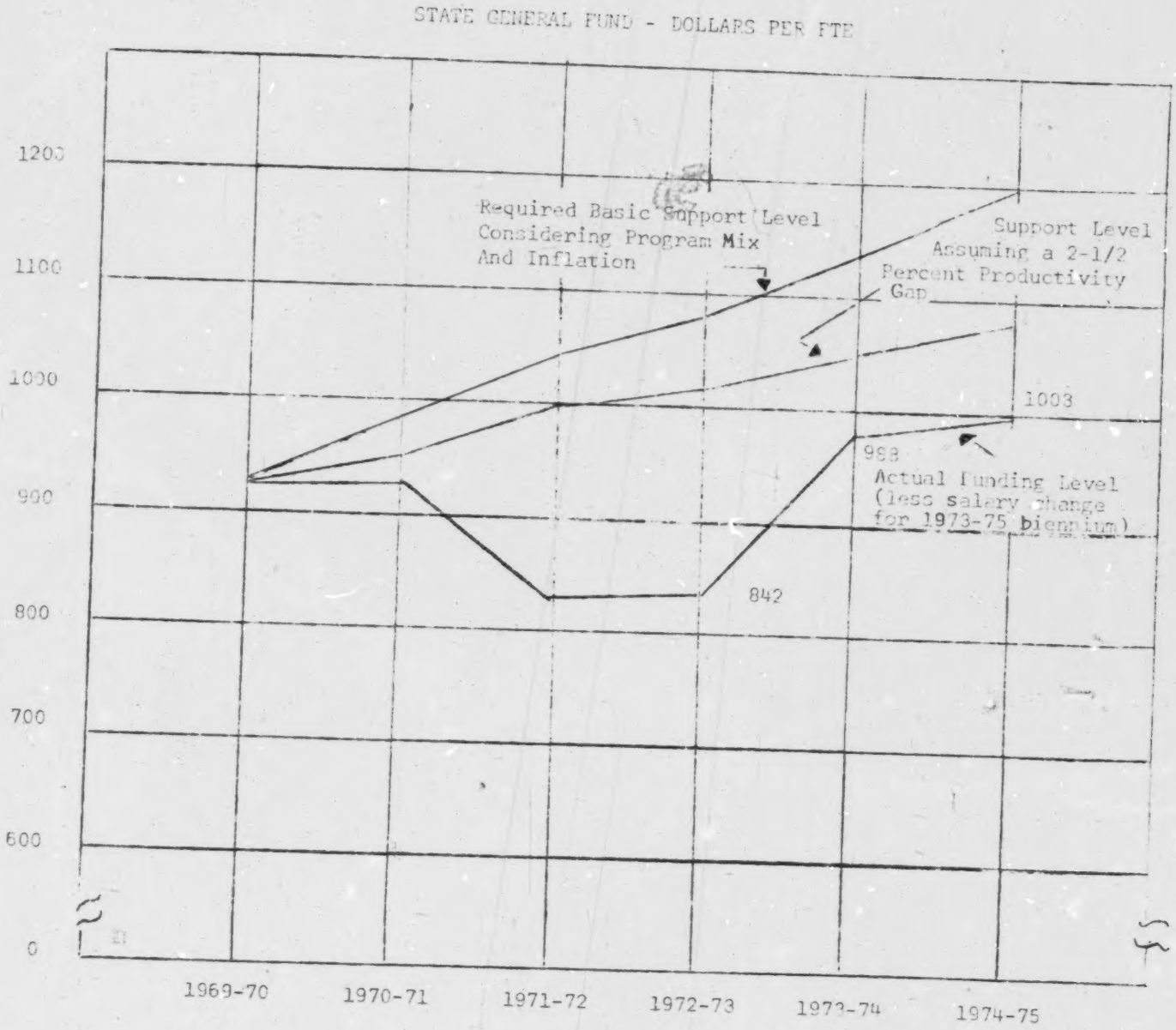
Appendix B



GRAYS HARBOR COLLEGE
Non-teaching Professional Personnel
MIS-C, Community College System

College	Non-teaching Personnel	Student FTEs	Ratio
Spokane	41.23	7,592.14	184/1
Yakima	19.48	2,963.38	152/1
Centralia	18.46	2,662.99	144/1
Clark	22.08	2,845.34	129/1
Olympic	23.28	2,985.84	128/1
Lower Columbia	12.76	1,588.98	125/1
Shoreline	35.92	4,299.38	120/1
Green River	24.43	3,605.14	119/1
Highline	39.39	4,297.70	109/1
Tacoma	32.21	3,430.55	107/1
Grays Harbor	13.10	1,349.78	103/1
Everett/Edmonds	51.83	5,249.39	101/1
Bellevue	32.31	3,194.70	99/1
Columbia Basin	26.00	2,568.21	99/1
Ft. Steilacoom	21.78	2,128.71	98/1
Peninsula	10.37	926.20	89/1
Seattle	119.58	10,265.72	86/1
Wenatchee	17.52	1,451.25	83/1
Walla Walla	20.67	1,518.55	73/1
Skagit Valley	20.26	1,997.06	65/1
Big Bend	15.91	1,013.01	64/1
Whatcom*	8.65*	147.61*	17/1*
TOTAL	618.57	67,934.02	110/1

*Omitted from computations of the average because of nature of their programs

GRAYS HARBOR COLLEGE
Community College Librarians
January, 1973

College	Librarians	FTEs	Students per Librarian
Spokane	5.00	7,592.14	1,518.40
Highline	4.07	4,297.70	1,055.00
Yakima Valley	3.35	2,963.38	884.00
Shoreline	5.00	4,299.38	859.87
Centralia	3.10	2,662.99	859.02
Tacoma	4.00	3,430.55	857.63
Seattle	12.81	10,265.72	801.38
Everett/Edmonds	7.00	5,249.39	749.90
Grays Harbor	1.80	1,349.70	749.80
Green River	4.90	3,605.14	735.70
Clark	3.90	3,845.34	729.95
Ft. Steilacoom	3.00	2,128.71	709.57
Olympic	5.00	2,985.84	597.16
Lower Columbia	2.74	1,588.98	579.01
Bellevue	5.85	3,194.70	546.00
Skagit Valley	3.75	1,997.06	532.00
Columbia Basin	5.00	2,568.21	517.24
Big Bend	2.00	1,013.01	506.50
Walla Walla	3.00	1,518.55	506.18
Peninsula	2.00	926.20	463.20
Wenatchee	3.50	1,451.25	414.60
Whatcom*	1.00*	147.61*	147.61*
TOTAL	90.77	67,933.94	748.41 (Average)

*Omitted from computations of the average because of nature of their programs

GRAYS HARBOR COLLEGE
Community College Counselors
January, 1973

College	Counselors	FTEs	Students per Counselor
Spokane	4.80	7,592.14	1,582.00
Shoreline	5.01	4,299.38	858.00
Lower Columbia	1.98	1,588.98	802.00
Centralia	4.05	2,662.99	657.00
Clark	5.27	2,845.34	539.00
Tacoma	6.60	3,430.55	519.70
Columbia Basin	5.00	2,568.21	513.64
Walla Walla	2.97	1,518.55	511.00
Grays Harbor	2.70	1,349.78	499.91
Ft. Steilacoom	4.32	2,128.71	492.00
Yakima	6.03	2,963.38	485.00
Skagit	4.28	1,937.06	466.00
Everett/Edmonds	11.82	5,249.39	444.00
Olympic	6.79	2,985.84	439.00
Highline	11.83	4,297.70	363.00
Bellevue	8.82	3,194.70	362.00
Peninsula	2.67	926.20	346.00
Seattle	29.85	10,265.72	343.91
Green River	5.49	3,605.14	292.00
Big Bend	4.50	1,013.01	225.10
Wenatchee	6.49	1,451.25	223.00
Whatcom*	.67*	147.61*	220.00*
TOTALS	141.27	67,934.02	480.88**

* Omitted from computations of the average because of nature of their programs

** Average

GRAYS HARBOR COLLEGE
System Ratios of Classified Employees to FTE

College	FTE	Classified Employees	Ratio
Spokane	7,592.14	84	90/1
Centralia	2,662.99	34	78/1
Skagit Valley	1,997.06	26	77/1
Olympia	2,985.84	44	68/1
Columbia Basin	2,568.21	40	64/1
Ft. Steilacoom	2,128.71	34	63/1
Highline	4,297.70	115	63/1
Clark	2,845.34	49	58/1
Shoreline	4,299.38	75	57/1
Yakima Valley	2,963.38	52	57/1
Green River	3,605.14	64	56/1
Peninsula	926.20	17	54/1
Everett/Edmonds	5,249.39	102	51/1
Walla Walla	1,518.55	31	49/1
Lower Columbia	1,588.98	35	45/1
Grays Harbor	1,349.78	31	44/1
Big Bend	1,013.01	24	42/1
Wenatchee	1,451.25	35	41/1
Bellevue	3,194.70	76	41/1
Seattle	10,265.72	294	35/1
Tacoma	3,430.55	101	34/1
Whatcom*	147.61*	1*	148/1*
TOTAL	67,934.02	1,365	50/1

*Omitted from computations of the average because of nature of their programs

GRAYS HARBOR COLLEGE
ABERDEEN, WASHINGTON

February 9, 1973

TO: Mr. John Killian

FROM: Joseph A. Malik

SUBJECT: Administrative Staffing

As a follow-up on the analysis we are presently conducting in our SEARCH core group on staffing, I would like to conduct a more detailed study of our full-time administrative positions. Even though we have evidence that administrative staffing ratios relative to FTE students are "in line" with the statewide picture, it is incumbent upon us to make the best use of our human and financial resources. With that in mind, it is my intention to examine critically each administrative position and all major administrative functions associated with each administrative position.

Please respond to each of the questions below in either outline or narrative form. Your responses should only reflect the duties and responsibilities which you have and perform, or those on which you receive direct or indirect assistance from another professional. (A separate follow-up study of a similar nature will be conducted on duties and services which are performed by classified personnel.) I think it would be more convenient if you would make your response on separate sheets of paper. Please reply by February 22. Thank you.

1. Please list the three or four top-priority duties and/or responsibilities of your position. Feel free to review your job description.

2. Please list the three or four duties and/or responsibilities which normally occupy the greatest amount of time when analyzed on a quarterly or annual basis.

3. Please list any of your present duties and/or responsibilities which in your judgement could be deleted or disregarded without having adverse effects on institutional programs and services.

4. Please list any duties and/or responsibilities which you associate with your position (whether or not they are listed in your job description) presently not receiving as much attention as you think would be desirable.

GRAYS HARBOR COLLEGE
ABERDEEN, WASHINGTON

February 21, 1973

TO: Employing Officials

FROM: Joseph A. Malik

SUBJECT: Analysis of Duties and Work Load

As you know, we have been studying duties and work loads of all personnel on campus in the interest of making the best use of institutional resources. This is a survey of all classified positions at Grays Harbor College. Rather than developing a check list or rating scale of some kind, I am asking each employing official to analyze the duties and work load of each classified position under his direct supervision.

Therefore, would you please analyze the duties of each classified position under your direct supervision, and report to me the conclusions you make about the need for the duties contained in each position. Please feel free to use outline form, narrative form or any logical approach to providing this information. Try to be specific and brief. Please discuss this request with me further if you need clarification.

I would like to have your response by Wednesday, February 28.

Your assistance will be very much appreciated.

JAM:ml

Distribution:
Dr. Frost
Dr. Harris
Mr. Killian
Mr. Messmer
Mr. M. Phipps
Mr. R. Scott
Mr. Simmons
Dr. Smith
Mr. Spellman
Mr. Stevens
Mr. Stricker

Appendix I

GRAYS HARBOR COLLEGE

Comparison of Over-all GHC Divisional Faculty/Student Ratios
to
Appropriate Clusters of State Over-all Faculty/Student Ratios

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Division	Fall 1972 Computation	Fall 1971 State Rate	Fall 1972 GHC Difference	Four Quarter Computation	Four Quarter State Ratio	Four Quarter GHC Difference
Life Science	$\frac{19.705 \times 4.07}{26.29}$	= 3.05	1.02	$\frac{17.33 \times 4.21}{26.29}$	= 2.78	1.43
Business Administration	$\frac{19.788 \times 5.65}{21.12}$	= 5.29	.36	$\frac{19.16 \times 7.46}{21.12}$	= 6.77	.69
English-Speech	$\frac{17.378 \times 8.82}{22.93}$	= 6.68	2.14	$\frac{16.62 \times 8.55}{22.93}$	= 6.20	2.35
Social Science	$\frac{26.557 \times 9.15}{30.82}$	= 7.88	1.27	$\frac{25.81 \times 8.86}{30.82}$	= 7.42	1.44
Physical Sci - Math	$\frac{19.985 \times 8.73}{23.67}$	= 7.37	1.36	$\frac{22.42 \times 8.31}{23.67}$	= 7.87	.44
Humanities	$\frac{13.067 \times 6.01}{18.35}$	= 4.28	1.73	$\frac{13.53 \times 6.40}{18.35}$	= 4.72	1.68
P.E. - Health	$\frac{12.672 \times 4.03}{16.10}$	= 3.17	.86	$\frac{11.85 \times 3.80}{16.10}$	= 2.80	1.00
Vocational	$\frac{12.849 \times 8.82}{18.56}$	= 6.11	2.71	$\frac{13.99 \times 7.65}{18.56}$	= 5.77	1.88
			11.45			10.91

I. In accordance with the provisions of sections 32 through 45, chapter 288, Laws of 1969, ex. sess., as amended by chapter 5, Laws of 1970, 2nd ex. sess., the following procedures for tenure at Community College District No. 2 will be implemented as of March 26, 1973. These procedures supersede the previously adopted TENURE REGULATIONS, Grays Harbor College. Granting of tenure should be the rule, not the exception; if denial of tenure becomes the rule, the hiring practices of the college shall be re-evaluated.

Tenure Policy Statement

The only difference between a nontenured and a tenured faculty member is that the latter is evaluated periodically for the purpose of improving services and instruction and the former is evaluated regularly for the additional purpose of granting tenure. The dean of instruction shall hold an election and select a tenure review committee which will interview and evaluate the probationer and will make recommendations to the board of trustees regarding the professional qualifications of the nontenured faculty member.

It shall be the policy of Community College District No. 2 that the board of trustees, on the recommendation of the tenure review committee which has interviewed and evaluated the probationer, may grant tenure at any time between the assumption of his faculty position and the end of the two year probationary period, except that compelling reasons must be shown for the award of tenure prior to the second year of probation.

II. Definitions

A. Faculty Appointment - Full-time employment as a teacher, counselor, librarian or other position for which the training, experience and responsibilities are comparable as determined by the appointing authority, except administrative appointments. "faculty appointment" shall mean department heads, division heads and administrators to the extent that such department heads, division heads, or administrators have had or do have status as a teacher, counselor, or librarian.

B. Full-time Position - One in which the faculty member receives a contract labeled full-time and works a regular load of his division or area for any three complete quarters in one calendar year. Only special circumstances, which shall be described in writing, will permit the faculty member to work less than a regular load and retain a full-time contract.

C. Dismissal Review Committee - A committee to hear dismissal cases shall be composed of members of the administrative staff and the teaching faculty. The representatives of the teaching faculty shall represent a majority of the members on each review committee. The members representing the teaching faculty on each tenure review committee shall be selected by a majority of the teaching faculty and faculty division heads acting in a body as specified by the dismissal policy.

D. Faculty Peer - One who holds a faculty appointment.

E. Probationer - Any individual holding a probationary faculty appointment.

F. Probationary Faculty Appointment - A faculty appointment for a designated period of time which may be terminated without sufficient cause upon expiration of the probationer's terms of employment.

G. Tenure - A faculty appointment for an indefinite period of time which may be revoked only for sufficient cause and by due process.

H. Tenure Review Committee - A committee composed of the probationer's faculty peers and the administrative staff of the community college providing that the majority of the committee shall consist of the probationer's faculty peers and that the faculty members be elected as specified by the tenure policy by a majority of the faculty members.

I. Appointing Authority - Shall mean the board of trustees of Community College District No. 2.

J. Administrative Appointment - Shall mean employment in a specific administrative position as determined by the appointing authority.

K. Administrative Position - For purposes of this document, the following positions are considered administrative positions at Grays Harbor College. president, dean of instruction, business manager, director of student activities, registrar, director of vocational education, director of continuing education.

III. Procedure for Granting Tenure

A. Selection of the Tenure Review Committee

1. A tenure review committee shall be established for each probationer. The committee shall be responsible for the probationer until he is either granted tenure or is no longer employed within Community College District No. 2. If a vacancy occurs during the terms of service of the tenure review committee members, the dean of instruction will call a special election within two weeks to fill that position.

2. The dean of instruction shall be responsible for the establishment of each tenure review committee, which shall normally begin functioning no later than four weeks after the day that the probationer has begun his faculty duties.

3. Each tenure review committee shall be composed of five members. There shall be automatic nomination of the appropriate division chairman to position number one. One faculty member shall be nominated by the probationer to position number two. After these nominations are made, the dean of instruction shall call an all-faculty meeting at which faculty members shall nominate one faculty member for position number three and may nominate faculty members for positions one and two. A vote shall be taken and the nominee receiving a majority vote for a particular position shall be elected. If no candidate for a particular position receives a majority vote, a run-off election shall be held within five days between the two candidates receiving the largest number of votes. The president of the college shall appoint members to positions four and five (the membership of the presently constituted tenure review committees will not be changed because of the passage of this code).

B. Evaluation of the Probationer

If the probationer disagrees with the tenure review committee's recommendation, he shall be given an opportunity to challenge it before the college president.

C. Final Action on Tenure

1. The final decision to award or withhold tenure shall rest with the board of trustees (appointing authority) after it has given reasonable consideration to the recommendations of the tenure review committee, and reasonable consideration to the recommendation of the college president. Any recommendations of the tenure review committee and the president shall be advisory only and not binding upon the board of trustees (appointing authority).

2. If the probationer is not to be retained, he must be informed no later than the last day of winter quarter.

3. If the probationer is dismissed prior to the termination of his contract, his case shall be considered by the dismissal review committee in accordance with the laws of the state of Washington and the dismissal policy of Community College District No. 2.

IV. Dismissal

A. Basis for Dismissal

A tenured faculty member shall not be dismissed from his appointment except for sufficient cause, nor shall a faculty member who holds a probationary faculty appointment be dismissed prior to the dates established in the written terms of his appointment except for sufficient cause which is of a substantial nature and is not

frivolous or inconsequential as determined by the board of trustees, and when it is determined by the board of trustees that the termination of his employment would be in the best interests of the community college district.

B. Procedures for Dismissal

1. A dismissal review committee created for the express purpose of hearing dismissal cases shall be established no later than October 15 of each academic year (except if this provision is passed after October 15 of any academic year, the dismissal review committee will be chosen within thirty days after passage of this provision), and shall be comprised of the following members:

   a. One member chosen by the college president

   b. Two faculty members chosen by the faculty and division heads acting in a body and in the following manner:

      (1) Two individuals will be nominated for each of positions one and two by a district-wide random selection process as described in (5) below.

      (2) Two individuals will be nominated in the same manner as (1) above to run for each of two alternate positions identified as alternate one and alternate two.

      (3) The nominees receiving a majority of the votes cast will be elected for a one-year term.

      (4) In case of a vacancy in either position one or two occurring any time after the election, the vacancy will be filled by the alternates, beginning with alternate one.

      (5) A district-wide random selection process will be developed by the president of Grays Harbor College. This selection process will be designed to remove any element of preselection or predisposition from the dismissal review committee selection process.

   c. The college president shall choose one alternate member to serve on the dismissal review committee should the regularly appointed member be unable to serve on the committee.

   d. The dismissal review committee will select one of its members to serve as chairman.

2. When the president receives or initiates a formal written recommendation about a faculty member which may warrant dismissal, he shall inform that faculty member. Within ten days after having been so informed, the faculty member will be afforded an opportunity to meet with the president or his designee and the chairman

of the division. At this preliminary meeting, which shall be an information-gathering session, an adjustment may be mutually agreed upon. If the matter is not settled or adjusted to the satisfaction of the college president, he shall recommend that the faculty member be dismissed.

3. If the president recommends that the faculty member be dismissed, he shall:

   a. Deliver a short and plain statement to the faculty member which shall contain

      (1) The grounds for dismissal in reasonable particularity;

      (2) A statement of the legal authority and jurisdiction under which the hearing is to be held;

      (3) Reference to any particular statutes or rules involved.

   b. Call into action the dismissal review committee and deliver the above statement to the members of the dismissal review committee, if the professional requests a hearing.

4. After receiving the president's recommendation for dismissal, the affected professional may request a hearing within the following five (5) days. If the president does not receive this request within five (5) days, the professional's right to a hearing will be deemed waived.

5. If the president receives a request for a hearing, the dismissal review committee shall, after receiving the written recommendation from the college president, establish a date for a committee hearing giving the faculty member so charged twenty (20) days notice of such hearing, and inform in writing the faculty member so charged of the time, date and place of such hearing.

6. The dismissal review committee shall:

   a. Hear testimony from all interested parties, including but not limited to other faculty members and students and receive any evidence offered by same;

   b. Afford the faculty member whose case is being heard the right of cross-examination and the opportunity to defend himself and be accompanied by legal counsel;

   c. Allow the college administration to be represented by an assistant attorney general.

7. The dismissal review committee shall include a neutral presiding officer appointed by the appointing authority. Such presiding or hearing officer shall not be a voting member of the committee, it shall be his responsibility to:

a. Make all rulings regarding the evidentiary and procedural issues presented during the course of the dismissal review committee hearings.

b. Meet and confer with the members of the dismissal review committee and advise them in regard to procedural and evidentiary issues considered during the course of the committee's deliberations,

c. Appoint a court reporter, who shall operate at the direction of the presiding officer and shall record all testimony, receive all documents and other evidence introduced during the course of hearings, and record any other matters related to the hearing as directed by the presiding officer;

d. Prepare a record which shall include:

(1) All pleadings, motions and rulings;

(2) All evidence received or considered;

(3) A statement of any matters officially noticed;

(4) All questions and offers of proof, objections and rulings thereon;

(5) Proposed findings and exceptions;

(6) A copy of the recommendations of the dismissal review committee.

8. A copy of the above shall be transcribed and furnished upon request to the faculty member whose case is being heard.

9. The hearing shall be closed. However, interested parties, including but not limited to faculty members and students, will be given an opportunity to present evidence.

10. Within ten (10) college calendar days of the conclusion of the hearing, the dismissal review committee will arrive at its recommendations in conference on the basis of the hearing. Before doing so, it should give the faculty member or his counsel(s) and the representative designated by the president of the college the opportunity to argue orally before it. If written briefs would be helpful, the dismissal review committee may request them. The dismissal review committee may proceed to a recommendation promptly or await the availability of a transcript if making a fair recommendation would be aided thereby. Within fifteen (15) college calendar days of the conclusion of the hearing the president of the college, the faculty member and the board of trustees will be presented with recommendations in writing and given a copy of the record of the hearing.

11. The board of trustees shall meet within a reasonable time subsequent to its receipt of the dismissal review committee recommendations to consider those recommendations. The board of trustees shall afford the parties the right to oral and written argument with respect to whether they will dismiss the faculty member involved. The board of trustees may hold such other proceedings as they deem advisable before reaching their decision. A record of the proceedings at the board level shall be made and the final decision shall be based only upon the record made before the board and the dismissal review committee, including the briefs and oral arguments. The decision to dismiss or not to dismiss shall rest, with respect to both the facts and the decision, with the board of trustees after giving reasonable consideration to the recommendations of the dismissal review committee. The dismissal review committee's recommendations shall be advisory only and in no respect binding in fact or law upon the decision maker, the board of trustees. The board of trustees shall within fifteen (15) days following the conclusion of their review, notify the charged faculty member in writing of its final decision.

12. Suspension of the faculty member by the president during the administrative proceedings involving him (prior to the final decision of the board of trustees) is justified if immediate harm to himself or others is threatened by his continuance. Any such suspension shall be with pay.

13. Except for such simple announcements as may be required covering the time of the hearing and similar matters, no public statements about the case shall be made by the faculty member, the dismissal review committee or administrative officers of the board of trustees until all administrative proceedings and appeals have been completed.

14. Any dismissed faculty member shall have the right to appeal the final decision of the board of trustees within ten (10) days of the receipt of the notice of dismissal. The filing of an appeal shall not stay enforcement of the decision of the board of trustees.

15. If the president of Grays Harbor College initiates a formal written recommendation that a faculty member be dismissed and the board of trustees decides to retain the faculty member, or if the trustees' decision to dismiss a faculty member is reversed by a court, all evidence concerning the dismissal will be removed from the faculty member's permanent personnel file if the reason for the denial of the recommendation was the president's failure to establish the facts which were the basis for the dismissal recommendation.

    If the facts which were the basis for the dismissal recommendation were shown to the satisfaction of the

trustees and the courts, but the dismissal recommendation was not followed because the trustees or the courts decided that the facts were not sufficient to warrant dismissal, the facts which were shown would be retained in the faculty member's permanent personnel file along with a record of the outcome of the dismissal proceeding.

If the facts are to be retained in the faculty member's permanent personnel file, the faculty member will be given an opportunity to review the facts and to write an explanation which will be retained along with the findings of fact.

GRAYS HARBOR COLLEGE

Academic Employee Reduction Procedure

If an academic employee with a full-time faculty appointment is to be laid off for program termination or reduction, decreases in enrollment, changes in educational policy or substantial evidence of a serious shortage of funds, the Grays Harbor College Policies and Procedures for Tenure and Dismissal will be utilized and the following criteria and procedures will be used:

A. The president, with consultation from his administrative staff, will review the nature of the problem facing the college. If the president determines that reductions in staff are or will be necessary in the near future, he will give notice of the potential reductions to the recognized academic employee organization. The notice which the president gives to the recognized academic employee organization shall include:

   1. The reasons for the proposed reductions in force;

   2. The number of academic employees to be considered for layoff.

B. The recognized academic employee organization will then have the right to meet with the president who shall fully document the need for such reductions in staff. The president shall present and explain the major criteria to be used to identify those to be laid off. If any courses currently in the curriculum are expected to be eliminated, he shall identify those courses and explain why they have been judged not to be the most necessary course offerings to maintain the best possible quality educational opportunities at Grays Harbor College.

C. The need for a reduction in force will be determined on the basis of the need for reduction in each division of Grays Harbor College.

D. The divisions at Grays Harbor College, for purposes of this document, shall be Business Administration, English-Speech, Health and Physical Education, Humanities, Life Sciences, Physical Science and Mathematics, Social Science, Vocational-Technical, Administration, Library, and Student Services.

E. Within a reasonable time after the start of the fall quarter of each year, the dean of instruction, with advice from the appropriate division chairman, shall assign each academic employee to a division. An academic employee may not be a member of more than one division. (If this code is passed during the school year, the dean of instruction shall assign the academic employees to their respective divisions within a reasonable period of time after passage of this code.)

F. If the number of academic employees is to be reduced, the president, with advice from the dean of instruction and division chairmen, shall decide in the case of each affected division what course offerings and/or other services are most necessary to maintain quality education at Grays Harbor College. The president shall consider but not be limited to the following factors:

1. The enrollment and the trends in enrollment for not less than four consecutive quarters, if applicable, and their effect upon each division;

2. The goals and objectives of Grays Harbor College and the State Board for Community College Education;

3. Information concerning faculty and administrative vacancies occurring through retirement, resignation, sabbaticals and leaves of absence

G. Those duties associated with the course offerings and/or other services determined to be most necessary at Grays Harbor College will be considered needed duties of an academic employee.

H. The president's determination of the most necessary course offerings and/or other services is not subject to review by the dismissal review committee.

I. If a reduction is necessary within a division, the following order of layoff will be utilized provided there are qualified academic employees to replace and perform all the needed duties of the academic employees to be laid off: first, part-time academic employees; second, probationary appointees with the least seniority; third, full-time tenured academic employees with the least seniority.

J. Seniority shall be determined by establishing the date of the signing of the first full-time contract for the most recent period of continuous full-time professional service for Grays Harbor College which shall include leaves of absence, sabbatical leaves, and periods of layoffs. (This shall include professional services for the Aberdeen School District No. 5 prior to 1967 if assigned to Grays Harbor College.) The longest terms of employment as thus established shall be considered the highest level of seniority. In instances where academic employees have the same beginning date of full-time professional services, seniority shall be determined in the following order:

1. First date of the signature of a letter of intent to accept employment;

2. First date of application for employment.

K. An academic employee shall be qualified to instruct courses which the president, with advice from the dean of instruction and the appropriate division chairman, determines the academic employee is qualified to instruct. The president's determination of what duties an academic employee is qualified to perform is not subject to review by the dismissal review committee.

L. A full-time tenured academic employee whose contract was not renewed as a result of this academic employee staff reduction procedure has a right to recall to any teaching position, either a newly created one or a vacancy, providing he is qualified as determined by the college president. The recall shall be in reversed seniority, the most senior first. The right of recall shall extend three years from the date of layoff. Full-time tenured academic employees who have been laid off will retain all accrued benefits, such as sick leave and seniority. Upon recall they shall be placed at least at the next higher increment on the salary schedule than at the time of layoff and will retain their tenured status.

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